Section 2:

PLANNING FOR LEARNING

Stephen Covey[1] says that there are seven habits of highly effective people:

Habit 1: Be Proactive: Remember, we're in charge of our lives and the choices we make about how to respond to the situations that arise.

Habit 2: Begin With the End in Mind: Have a plan that allows you to decide which actions to take to achieve the plan.

Habit 3: Put First Things First: Decide what is important to you and make decisions that are based on the things that matter.

Habit 4: Think Win-Win: Everyone can win, and they want to. How can you feel like a winner as you allow students to feel the same?

THEN
SPEAK.

SYNERGIZE

Habit 5: Seek First to Understand, Then to Be Understood: Listen before you talk and you'll learn a lot from those around you, including other teachers, leaders, and students.

Habit 6: Synergize: Be vulnerable and open and know that there are others who are vested in your success. Collaborate often with your colleagues.
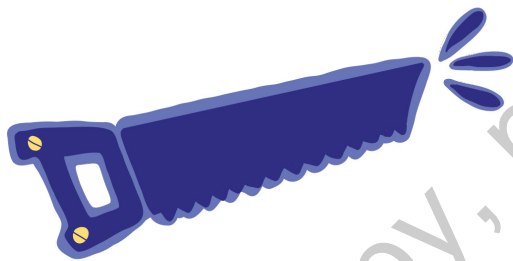
Habit 7: Sharpen the Saw: Keep a life-work balance, and continue to educate yourself as there is still much to learn.

And you want to be an effective teacher, right?

In this section, we'll focus on habit number 2: *Begin with the end in mind.*

It means knowing what you want your students to know and be able to do and plan students' experiences accordingly. Know the standards for your grade and content area. Plan experiences that close the gap between what students already know and what they need to know.

VIDEO

2.1: Welcome to Section 2 resources.corwin.com/ welcometoteaching

OUTCOMES

How Do I . . .

KNOW WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO?

> *Standards are written by educators or policymakers for educators to ensure that there is consistency in expectations.*

Standards provide *concise, written descriptions* of what students are expected to know and be able to do. For students to learn, there needs to be a relationship between curriculum, instruction, and assessment.

CURRICULUM

HOW PEOPLE LEARN...

INSTRUCTION

ASSESSMENT

STANDARDS

CONCEPTS
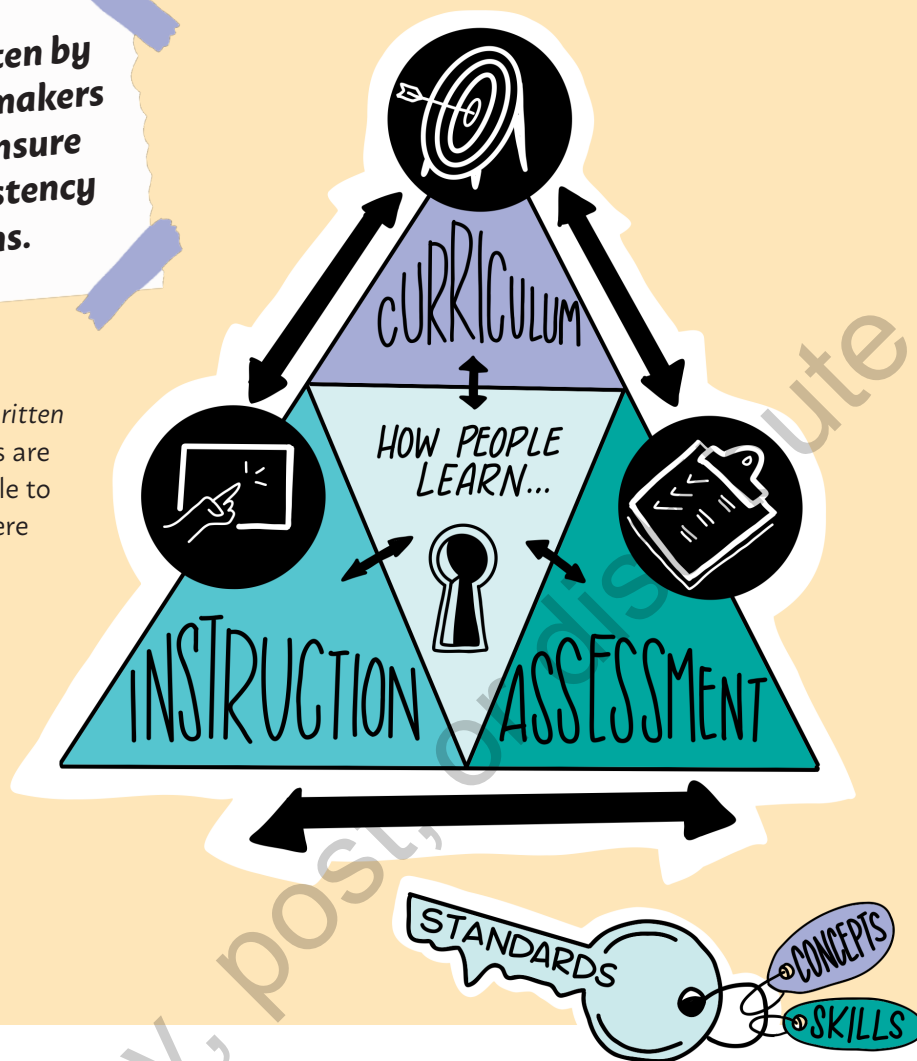
SKILLS

MYTH BUSTERS

FALSE Standards set the ceiling or highest level of expectations for students.

FALSE Standards are optional, and teachers should teach what they want.

FALSE Standards include only skills and not important content knowledge.

FALSE Standards are fixed, and they never change.

STANDARDS

EXPERIENCES

GAPS

THE CURRICULUM
What Students Are Learning

Curriculum is the WHAT of learning. There are at least five levels of any curriculum.[2]

1. The *official curriculum*, or written curriculum from the government, gives the basic skills and concepts to be learned and the scope and sequence of the development of the skills and concepts.

2. The *operational curriculum* is how it is taught by the teacher and how it is communicated. This includes what the teacher teaches in class and the learning outcomes for the student.

3. The *hidden curriculum* includes the norms and values of the surrounding society. These are messages that students receive, even when they are not part of the formal, official curriculum.

4. The *null curriculum* consists of what is not taught. Consideration must be given to the reasons behind why things are not included in the official or operational curriculum.

5. The *extra curriculum* is composed of the planned experiences outside of the specific educational session.

Creating the OPERATIONAL CURRICULUM

Nouns and Noun Phrases in a standard generally represent what it is the student needs to know. These are the **concepts**.

Verbs and Verb Phrases in a standard speak to the **skills** students must acquire in order to make the concepts useful.

Here's a fourth-grade standard:

> *Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.*

The concepts and skills students need to learn, include:

NOUNS — CONCEPTS	VERBS — SKILLS
» Information presented visually » Information presented orally » Information presented quantitatively » Charts, graphics, diagrams, timelines, animations, interactive web pages » Text	» Interpret » Explain

STANDARDS

Standards are written as statements. The nouns and verbs help us understand the skills and concepts students need to learn.

COMMON SKILLS (VERBS) THAT STUDENTS NEED TO LEARN

SUMMARIZE CLASSIFY DISTINGUISH

ANALYZE EXPRESS COMPOSE GENERATE

COMPARE INTERPRET APPLY JUSTIFY

DESCRIBE RECOGNIZE DEVELOP SPECIFY

EVALUATE SYNTHESIZE SUMMARIZE DIFFERENTIATE

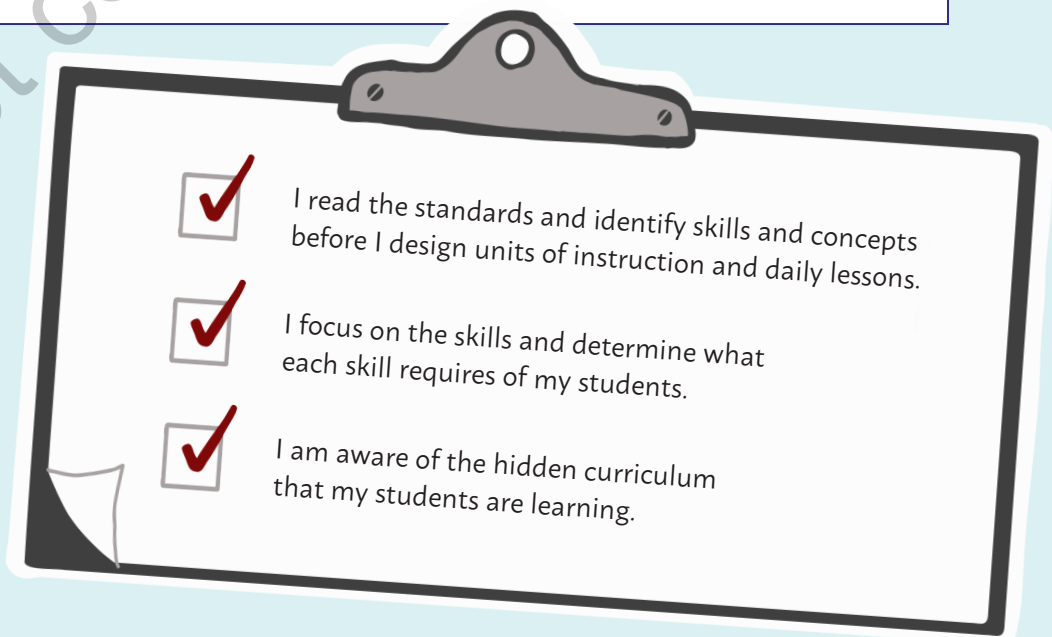EXPLAIN PARAPHRASE IDENTIFY DEMONSTRATE

ELEVATE YOUR PRACTICE
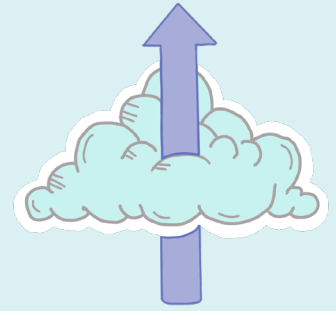
You may have instructional materials that have been adopted by your school or district. It's good practice to analyze the standards so that you know what students are expected to know and be able to do. When you analyze the standards, it's easier to understand what the writers of the instructional materials were doing, and it's easier to develop your own materials.

Download the template and analyze a standard of your choice. You may be teaching several standards at the same time, so you need to analyze all of them together. Consider the big ideas that help you design assessments and think about why it's important for students to learn, so you can establish relevance.

Grade:	Subject:
Standard(s):	
Skills (verbs): What students should be able to do	**Concepts (nouns):** What students should know
What are the big ideas in this/these standard(s)?	
Why is this important for my students to learn?	

MY CHECKLIST

☑ I read the standards and identify skills and concepts before I design units of instruction and daily lessons.

☑ I focus on the skills and determine what each skill requires of my students.

☑ I am aware of the hidden curriculum that my students are learning.

THE CURRICULUM

OUTCOMES

NOTES

WHAT DO STUDENTS NEED?

BEGIN WITH the END IN MIND!

WHAT ARE STUDENTS LEARNING?
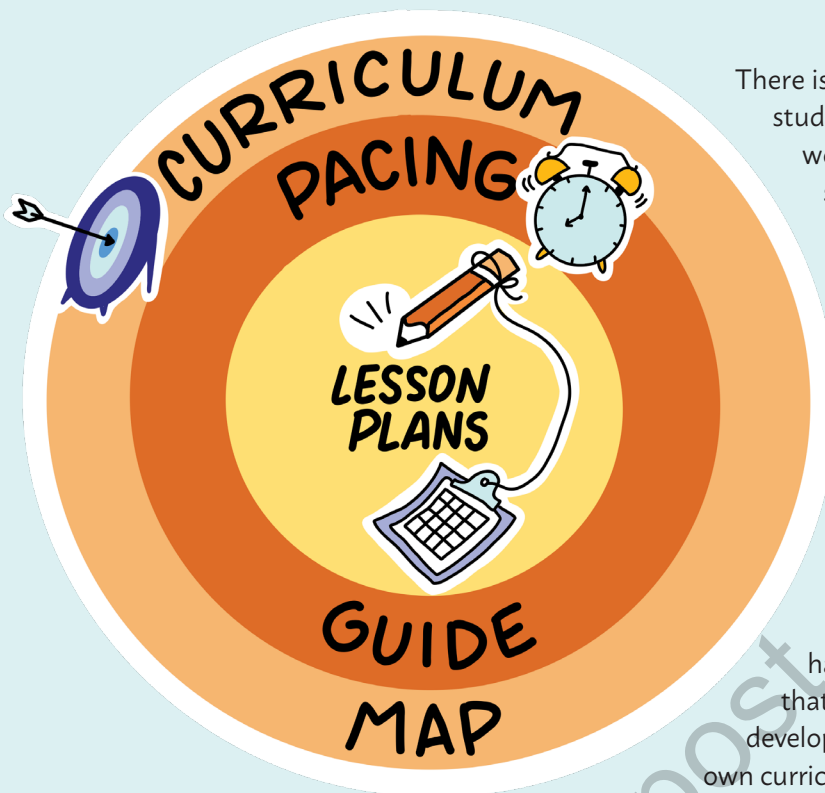
How Do I . . .

FLOW THE CURRICULUM OVER THE YEAR?

There are a lot of skills and concepts to teach each year of school, and simply covering them does not ensure that students learn.

CURRICULUM
PACING
LESSON PLANS
GUIDE MAP

There is a difference between things that students *need* to know and things that would be *neat* for them to know. Your school system or colleagues may have priorities for learning, often called essential or key standards. If not, you should design lessons to ensure that the most important standards are taught and assessed. Check with your administrator to be sure of the expectations at your school.

As you plan your daily lessons, recognize that these need to fit into an overall pacing guide and curriculum map. Again, your school system may have curriculum maps and pacing guides that you can use to steer your lesson development. Or you may have to develop your own curriculum maps and pacing guides.

MYTH BUSTERS

FALSE Curriculum maps and pacing guides are too rigid to take advantage of teachable moments.

FALSE The textbooks provide a curriculum map and pacing guide.

FALSE Curriculum maps and pacing guides cannot be changed during the year.

FALSE Curriculum maps and pacing guides take a lot of time to develop and aren't very useful when it comes to day-to-day teaching.

CURRICULUM MAPS *and* PACING GUIDES

Textbooks are a guide and resource, but the teacher is the professional.

You know your students much better than the writers who created your texts. They know content development; as a professional, you know where you are going with students' learning. That's why we start with the end in mind, called ***backward planning.*** We start with the intended outcomes and then design a sequence of lessons, assignments, tasks, projects, presentations, and assessments that will lead students there.

PACING GUIDE

A ***pacing guide*** is your timeline for teaching. Ideally with your team, you decide what you are going to teach and when. The individual lessons and teaching approaches can be different, but the content is taught and assessed at generally the same time by all members of your team. That way, your team can analyze data and make decisions for improving student learning.

2.2: Pacing Guide Template
resources.corwin.com/welcometoteaching
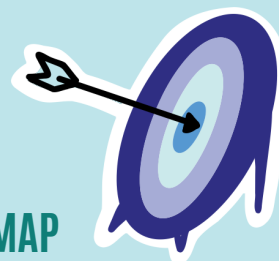
CURRICULUM MAP

A ***curriculum map*** is the big plan for instruction. It's updated in real time and focuses on what has been taught and learned, versus what still needs to be taught and learned. It should identify each component of the curriculum and help educators identify gaps and redundancies. The components are the concepts and skills you identified in the standards.

CURRICULUM MAPS *and* PACING GUIDES

COMMON COMPONENTS OF A PACING GUIDE

Essential Understandings: What are the overarching understandings that transcend units of study and support larger, transferable ideas?

Target Vocabulary: Which terms will be necessary for students to learn to understand the concepts and skills?
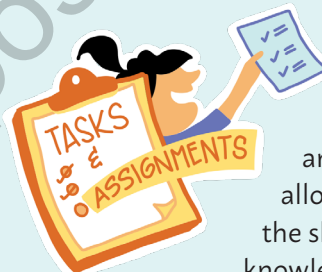
Instructional Materials: What resources, such as primary sources, the textbook, videos, and images, will provide students access to the content?

Essential Questions: What are the overarching questions that guide inquiry into and support achievement of the essential understandings?

Tasks and Assignments: What are the various tasks and assignments that allow student to practice the skills and develop their knowledge of the concepts?

Week/Timeline: In which week of the school year will these lessons take place?

Focus Skills: What are the skills that will be taught and assessed? These come from the analysis of the standards.
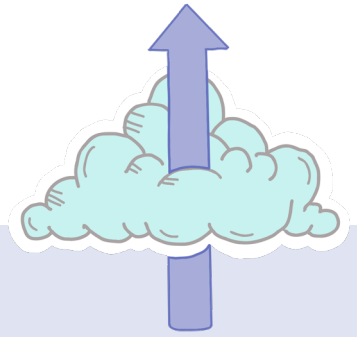
Assessments: How will you check for understanding and determine what students have learned?

2.3: Teacher Sharing a Pacing Guide
resources.corwin.com/welcometoteaching

ELEVATE YOUR PRACTICE

You may have pacing guides that have been adopted by your school or district. It's good practice to analyze these documents so that you know what students are expected to know and be able to do at specific times during the year. If not, download the template and begin to outline the year.

Course:	Instructional Unit:		Time Range:		
Essential Understandings					
Essential Questions					
Key Vocabulary					
Standards	Topics and Focus Skills	Week	Tasks and Assignments	Assessments	Texts and Resources

MY CHECKLIST

☑ I determine which concepts and skills my students need to know versus those that would be neat for them to know.

☑ I have a plan for teaching the skills and concepts from the standards over the course of the year.

☑ I identify instructional materials that will allow me to teach each of the concepts and skills.

PACING GUIDES
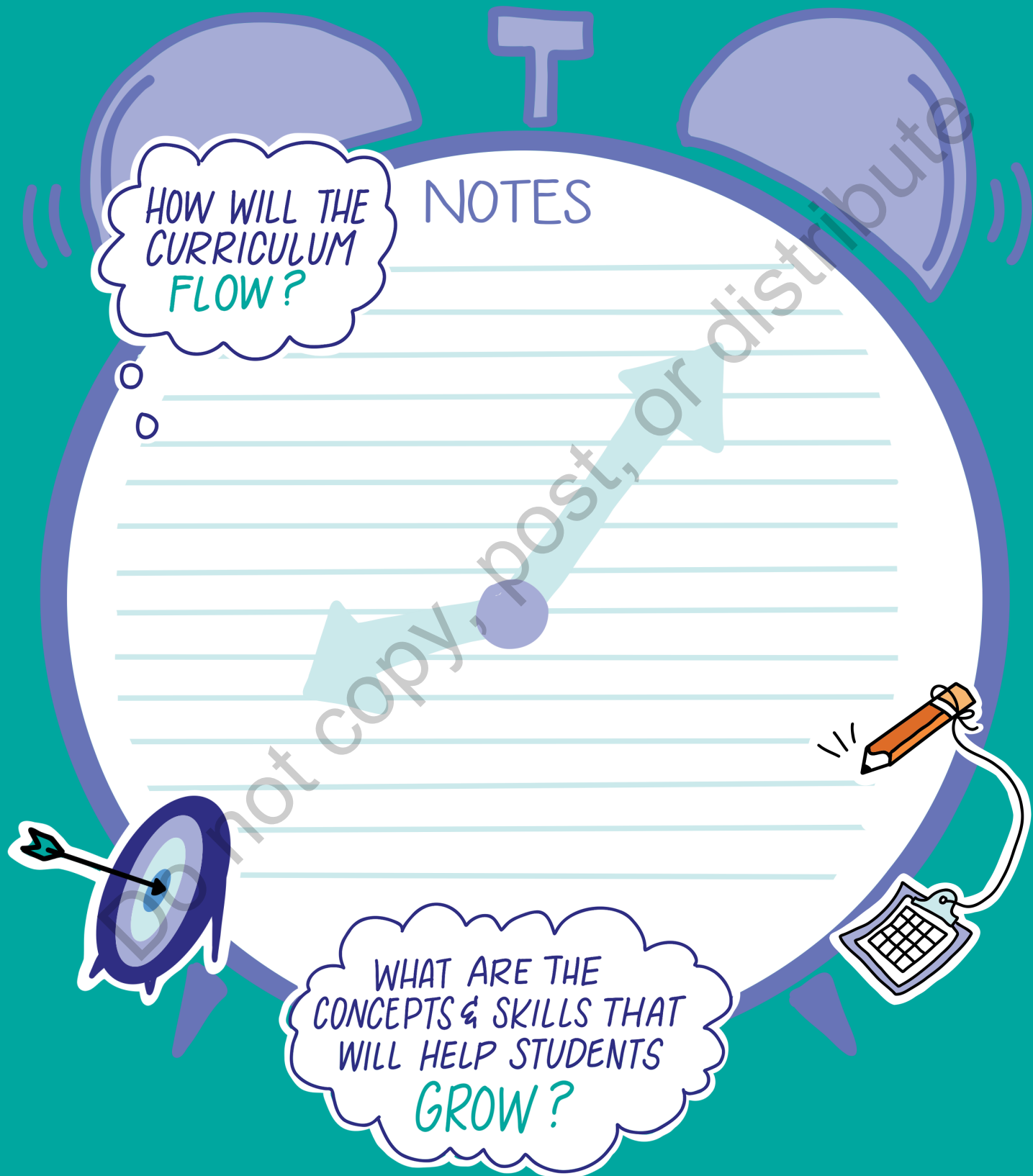
NOTES

HOW WILL THE CURRICULUM FLOW?

WHAT ARE THE CONCEPTS & SKILLS THAT WILL HELP STUDENTS GROW?

# *How Do I . . .*

CREATE LEARNING INTENTIONS AND SUCCESS CRITERIA?

Based on your analysis of the standards and the pacing guide, you must decide what students need to learn each day in your class to develop proficiency.

Learning intentions are what you intend for students to learn. The learning intention is a statement of learning to come: *We are learning about momentum.* Daily learning intentions allow you to check for understanding.

In addition, you need to know what successful learning looks like. **Success criteria** allow you and your students to monitor their progress. Success criteria help students see the path to the destination. Success criteria signal to students how they know they have learned it. For example, *I can describe what happens when two forces act on an object in opposing directions.*

UNDERSTAND — WHAT
KNOW — LEARNING INTENTIONS
BE ABLE TO DO

SUCCESS CRITERIA — "I CAN..."
HOW

VIDEO
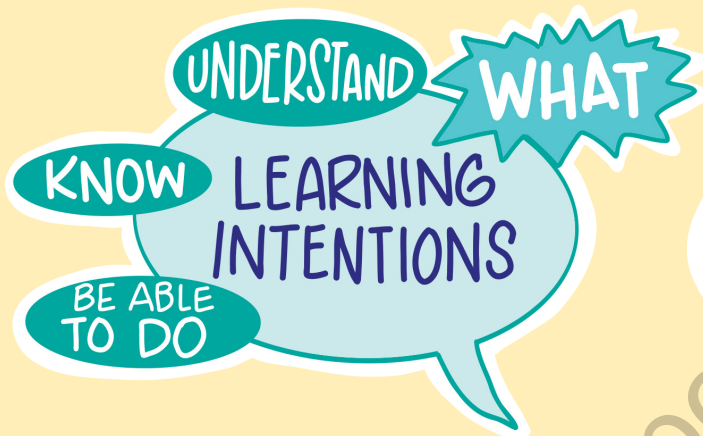
2.4: Learning Intentions and Success Criteria: Elementary

2.5: Learning Intentions and Success Criteria: Secondary
resources.corwin.com/welcometoteaching

MYTH BUSTERS

FALSE Objectives are the same as learning intentions and success criteria.

FALSE Students don't need to know what they are learning; they need to focus on the tasks.

FALSE Learning intentions and success criteria can be the same over many days.
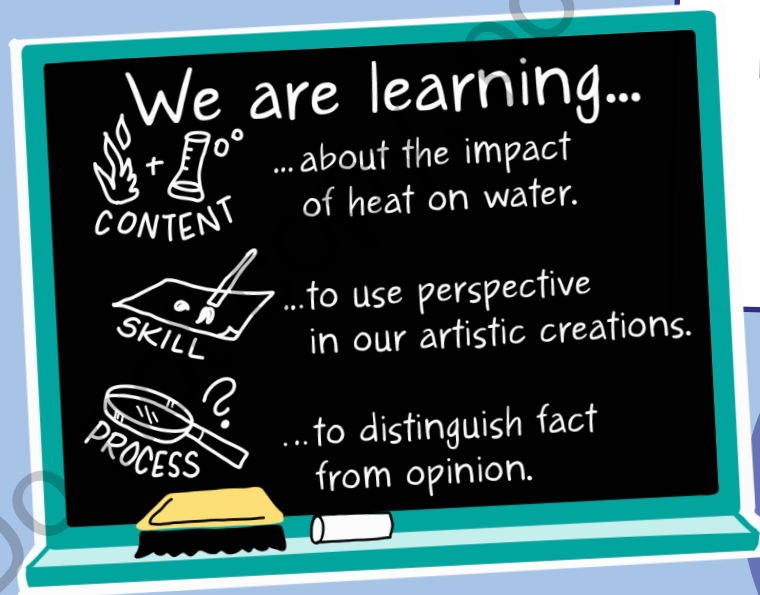
Focusing on LEARNING INTENTIONS

Learning intentions adapt the language of the standards into student-friendly and manageable statements. Learning intentions ensure that the standards are taught in lesson-sized chunks. They are statements of what a student is expected to learn and help students answer the first clarity question:

What am I learning today?

Typically, they start with "I am learning ..." or "We are learning ..." and include *know, about, understand,* or *be able to*.

There may be several learning intentions in a lesson, depending on the focus of the lesson. But they are more global statements about what students will learn from the lesson. They do not focus on how the student will learn it. Learning intentions can focus on content, skills, or processes. For example:

CHECKLIST FOR QUALITY LEARNING INTENTIONS[3]

☐ Learning intentions are visible and usable for students.

☐ Learning intentions are discussed at the beginning, middle, and end of the lesson.

☐ Students are given time to reflect on, ask questions about, and discuss the learning intentions.

☐ Connections are made to the learning intentions while students are engaged in the learning.

☐ Students are asked to monitor their progress using the learning intentions.

☐ Learning intentions are directly connected to the standard(s).

We are learning...

+ CONTENT ...about the impact of heat on water.

SKILL ...to use perspective in our artistic creations.

PROCESS ...to distinguish fact from opinion.

Learning intentions are not tasks or assignments you want students to complete, but rather what they will learn from the tasks.

VIDEO

2.6: Teachers Discussing How They Develop LISC: Secondary resources.corwin.com/ welcometoteaching

Focusing on SUCCESS CRITERIA

Success criteria provide a means for students and teachers to measure progress. They indicate what the intended learning destination is. Success criteria make the learning visible to both the teacher and the student. Often, one learning intention will have several success criteria. They are statements of how a student will know that they have learned and help them answer the second clarity question:

How will I know that I learned it?

Typically, they start with "I can …" but can also be shared via rubrics, checklists, teacher modeling, or student work samples and exemplars.

Success criteria align with the learning intentions but are more specific in terms of how students will know that they learned something. Success criteria can be focused on content, skills and processes, or dispositions. For the sample learning intention "We are learning about the impact of heat on water," different success criteria could be developed, including:
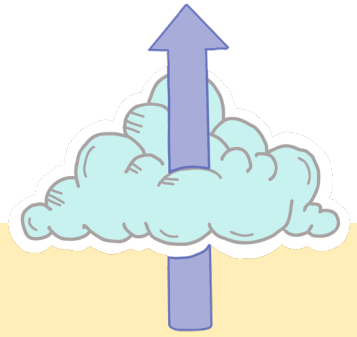
CHECKLIST FOR QUALITY SUCCESS CRITERIA[4]

☐ Success criteria are visible and usable for students.

☐ Success criteria are shared and clarified with students before, during, and after learning.

☐ Success criteria communicate *I will know I have learned it when I can…* with specific parts or steps needed for success.

☐ Success criteria include worked examples, exemplars, or models for clarity.

☐ Students are asked to use the success criteria to self-assess learning progress.

☐ Students are asked to provide feedback to peers using success criteria.

☐ Success criteria are used to provide feedback to students.

☐ Each criterion for success moves the students incrementally closer to the learning intention.

I CAN... distinguish between melting and evaporating.

We are learning...

CONTENT   SKILL   PROCESS

I CAN... analyze data to determine the melting point

I CAN... contribute to my group and seek to reach agreements with my peers.

Success criteria are not restatements of the learning intention.
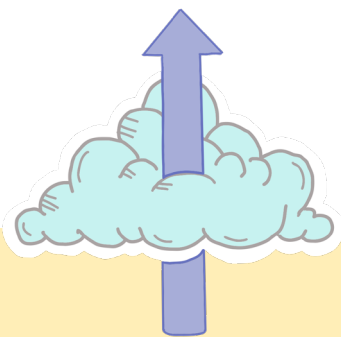
ELEVATE YOUR PRACTICE

Students can monitor their own progress, notice when they haven't been successful, and seek feedback as needed when the success criteria are clear to them. One way to increase clarity is to co-construct success criteria with students.

Students appreciate having input on determining what success looks like.

Start with projects and assignments that have concrete visual examples. Invite students to discuss the tasks and extend the invitation to jointly develop success criteria. In the process of determining what successful learning looks like, students will likely have a better understanding of what they need to do and learn.

SELF-ASSESSMENT

OWN MY SUCCESS!

MONITOR PROGRESS

SEEK FEEDBACK

ELEVATE YOUR PRACTICE

(continued)

TIPS FOR CO-CONSTRUCTING SUCCESS CRITERIA

- Place learners into small groups, give them student work samples, and ask them to identify the level of performance. Allow time for discourse and debate. Move among groups to ask clarifying and probing questions.

- Ask students to identify essential characteristics of each sample.

- Ask groups to share the criteria selected, determine commonalities across the class, and negotiate which criteria will be included in the final success criteria.

- Once success criteria have been determined, decide on the approach for showing and knowing expectations of success (e.g., *I can* statements, a single-point rubric, an analytic/holistic rubric).

MY CHECKLIST

☑ I identify and share learning intentions for each lesson with students.

☑ I identify and share success criteria for each lesson with students.

☑ I teach students how to use the success criteria to monitor their progress and self-assess.

LEARNING INTENTIONS & SUCCESS CRITERIA

LEARNING INTENTIONS — **WHAT**

NOTES

SUCCESS CRITERIA — **HOW**

I AM LEARNING...

I CAN...

How Do I . . .

DESIGN DAILY LESSONS ALIGNED WITH THE STANDARDS AND PACING GUIDE?

WHAT? **HOW?**

WHO? **HOW WILL I KNOW?**

What we do each day in the classroom has the potential to ensure that students are learning. Daily lesson plans are essential to operationalizing the curriculum and ensuring meaningful opportunities to learn. Over time, many of the aspects of the lessons you teach will be automatic, and you won't need to write down many of the details. However, highly effective teachers know what they want students to learn each day and develop plans to increase the likelihood that students will learn.

Lesson plans require that teachers consider who they are teaching, what they are teaching, how they will teach it, and how they will know if their students understand what has been taught.

Highly effective teachers know what they want students to learn each day and develop plans to increase the likelihood that students will learn.

MYTH BUSTERS

FALSE Teachers don't need lesson plans because the textbook explains what to do.

FALSE Lesson plans are generic and can be implemented by anyone, even if they didn't develop it.

FALSE Lesson plans constrain teachers and take the flexibility and spontaneity out of teaching.

FALSE There's only one way to plan an effective lesson.

Components of the LESSON PLAN

There are different formats for daily lesson planning, and each reflects a specific philosophy of learning. Later, we focus on instructional moves and explain how to ensure that learning occurs. In this section, we focus on effective lesson components that are generic but valuable. Importantly, there is no prescribed order to these components.

Purpose: What you want students to learn. Sometimes this is expressed as an objective, but we prefer learning intention because it has fewer constraints and rules.

Anticipatory set or hook: How will you invite students into the learning? How will you make connections to things that students value and are interested in?

Input or modeling: Teachers provide information about the concepts and skills students need to learn. This can range from direct instruction to demonstrations to modeling or lectures. The key idea is what new information or experience students need.

Closure: This is the end of the lesson and should not be skipped! A good lesson closure leaves a lasting impression on the students and provides an opportunity for them to review what they have learned.

Practice: Students practice and apply what they are learning. This can be under the guidance of the teacher, with their peers, or on their own. Students are likely asked to practice several times during a lesson, with increasing complexity.

Transitions: Tools teachers use to move from one task to another while ensuring that learning is still occurring.

Check for Understanding: How will you know, in real time, if students are understanding the lesson? You can observe students' body language, ask and invite questions, or have them complete a task.

TRANSITIONS
○ LINE-UP
○ MOVING FROM CLASS TO CLASS

QUESTIONS USEFUL IN LESSON CLOSURE

- *What's one thing you are more comfortable with after today's lesson?*

- *What are you most proud of from today's lesson?*

- *How did you overcome any challenges?*

- *How did you feel after today's lesson?*

- *How did you help others during the lesson?*

- *What's one thing you don't yet understand about this material?*

- *The most critical insight you gained was …*

- *The best thing about today was …*

- *The most surprising thing was …*
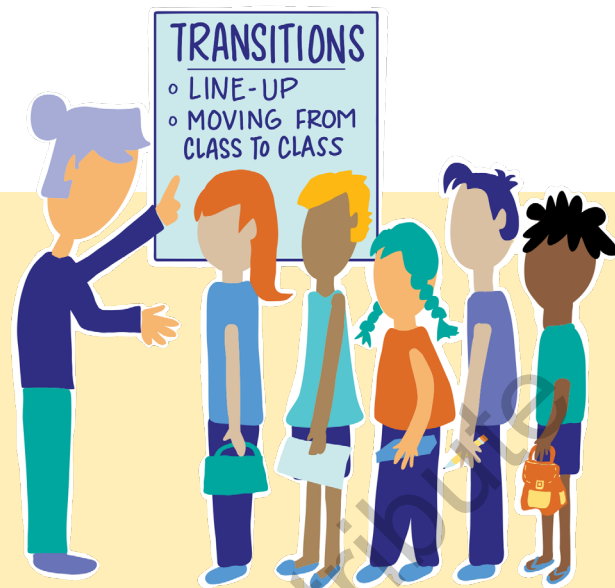
TECHNIQUES FOR TRANSITION

- Teach and practice transitions between activities

- Use a timer so students know how much time until the next task or activity

HOW MUCH TIME UNTIL THE NEXT ACTIVITY?

- Use a consistent attention signal, such as a train whistle or "Give me 5, 4, 3, 2, and 1"

- Use choral response ("Ready to rock?" and students respond, "Ready to roll.")

- Use music and when it ends, students need to be ready for the next task

BE READY! WHEN MUSIC ENDS.
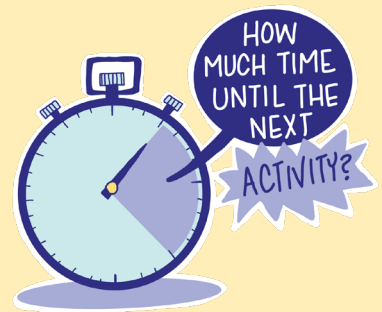
**2.7:** Link to a Lesson Plan Template resources.corwin.com/welcometoteaching
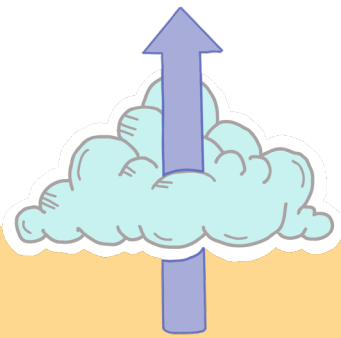
ELEVATE YOUR PRACTICE

Sponge activities describe "learning activities that soak up precious time that would otherwise be lost."[5] Sometimes lessons run short, and we need to quickly implement tasks that keep students learning and practicing.

Daily Message. Students are asked to write a message, 140 or 280 characters or less, from the perspective of a person (or sometimes a thing) that they are studying.
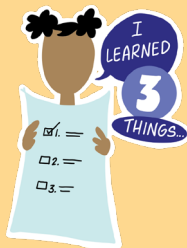
Whip Around. Students each write down three things that they learned that day. As they finish their list, students stand, and the teacher randomly calls on students to share one item from their list. As the identified student does so, the others listen and check the item off their list if they have it. Once a student has all their ideas checked off, they sit down. The last person standing is recognized for having the most unique idea.
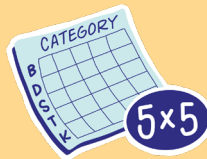
Play 5 x 5. Have a grid of 25 squares ready with different categories that you've been studying at the top of each column and randomly chosen letters down the left side. Have students call out words that fit each category or have copies that they can work on with a partner.

Read-Aloud. Keep some funny, short stories or a book of poems available for a quick read.

Progressive Writing. Have students start writing about a topic you have assigned. After one minute, have them pass their paper to a student on their right and continue writing on the paper they received. After another minute, pass the papers again. This can continue for several minutes as students read previous writing and add their own.

CHECKLIST

✓ All the essential components are included in each of my lessons.

✓ I have ways to ensure that transitions between tasks and activities are smooth.

✓ I have a plan for times when lessons run short.

LESSON PLANNING

WHO AM I TEACHING?

WHAT AM I TEACHING?

NOTES

HOW WILL I TEACH IT?

HOW KNOW WILL I... STUDENTS UNDERSTAND?